

Case Study Aik Saath



Type: Aik Saath's mission is to work with people from all communities, faiths and backgrounds to promote and encourage peace, racial harmony and community cohesion through the teachings of conflict resolution and anti-racism skills.

Aik Saath support and train a core team of young volunteers and deliver a range of peer training programmes, some of which are around conflict resolution, peer mediation and mentoring, anger management, anti-racism skills, preventing violent extremism and territorialism workshops. Aik Saath have also led 'Say no to knives' campaigns and creative art workshops to explore peer pressure.

Location: Slough, Oxfordshire, Windsor and Maidenhead, Bracknell Forest and Hillingdon

Project Peer Team Training

Key Findings: -

Target group: - Aik Saath work with children and young people of all ages and backgrounds. Their training programmes are primarily designed and delivered by the peer training team. This group of young people is made up of 50 to 60 highly-skilled volunteers aged between twelve and twenty five years. Young people attend volunteer training for two and a half hours each week. Their volunteering is accredited by V-Inspired and their learning is accredited through Open College Network.

The young volunteers and the core staff provide a plethora of training programmes to primary and secondary schools, youth clubs & centres, colleges and universities. At times Aik Saath may be asked to resolve conflicts between young people due to racism or territorialism.

The story behind the baseline: Aik Saath was established in the mid 1990's when there was gang violence between young people from Hindu, Muslim and Sikh communities of Slough and Southall. At the height of the tensions there were some serious incidents of racially-motivated violence. A mediation process successful prevented the conflict from escalating, after which time it was advocated that the creation of a conflict resolution group should be led by young people for young people. This resulted in the formation of Aik Saath peer training team. Over the last ten years the project has evolved to work with all young people regardless of their background.

Slough has a rich and diverse community and according to research by the Commission for Racial Equality, if you were to pick any two people at random from Slough there would be a 62% chance that they would be from different ethnic backgrounds.

Service Delivery: Aik Saath delivers training to pupils in primary and secondary schools, from year 2 to year 11. Their work ranges from stand alone workshops with selected groups of pupils to programmes lasting eight weeks, involving every pupil in the school. Aik Saath's training in schools fulfils many aspects of the national curriculum such as Biology, Drama, English, Geography, History and Mathematics' for key stages one to four. Citizenship and Personal, Social and Health Education (PSHE) are the two areas of study that are most closely associated with Aik Saath's work.

Aik Saath also works in colleges and universities that involve training students in the core areas of conflict resolution and anti-racism skills. In Buckinghamshire's New College, Aik Saath work in partnership with the university in developing practical sessions for students on their Community Development Foundation Degree.

Aik Saath work with young people's centres, with youth groups in both the statutory and non statutory sector and with other agencies to provide support to young people who are not in education, employment or training. The training provided covers arrange of different topics based on the core themes of improving conflict management and challenging racism. The training programmes are young people centred and can be delivered in weekly sessions or more intensively

Case Study Aik Saath



during school holidays, positive activities are also delivered as part of the training. Aik Saath has a proven track record of providing engaging programmes that succeed in stimulating groups of young people of varied ages and abilities.

The core programme of training is based around Conflict resolution, Anti-Racism and Community Cohesion. The conflict resolution training explores both prevention and response to conflict.

Positive Outcomes Achieved: - Teachers have attested that Aik Saath's has supported young people by boosting their academic achievement, improving their attitudes towards school, improving their communication skills, developing their abilities to co-operate with other young people and enhancing their assertiveness, self control and self esteem. Teachers have also suggested that their training eases the disruption of young people's transition from primary to secondary schools.

"Aik Saath instantly and determinedly engaged our disparate groups. Their enthusiasm, tireless work and example developed our unity of purpose, coherence and a deep sense of the joy and magic that we can see in all our many cultures and creeds. They took us through a garden – a world - of variety and delights, building the pupils and staff, understanding, empathy and self-esteem along the way. In all our diversity, we celebrated – Together As One!"

Christopher Egerton Chesney

Headteacher

Foxborough Primary School

In the last year Aik Saath trained 1,087 young people and the evaluative feedback they received was overwhelmingly positive: 74% of the young participants on their programmes rated their experience as 'excellent,' highlighting how Aik Saath are making the promotion of community cohesion an enjoyable endeavour.

"Colleagues, Elected Members from the Council and Metropolitan Police Service were struck by the clear impact that your training programme had on the young people who had participated in it, and the enthusiasm it had imparted onto them in the pursuit of a fairer and socially just society."

Chris Scott

Deputy Head of Service

Youth and Connexions Service, London Borough of Hillingdon

Aik Saath's work also assists to promote community cohesion and to reduce conflict, discrimination and violence through racism.

As stated in Slough's CYPP's, Aik Saath is key partners to supporting Slough's Children's Trust ensure children are safe (and feel safe) from bullying, harassment and discrimination.

Case Study Barnardo's



Type: Barnardo's is a registered charity that works with approximately 100,000 children, young people and their families in over 394 specialised projects in local communities across the UK.

Location: Buckinghamshire

Project SUPPORT 4 PARENTS PROJECT

Key Findings: -

Target group: Barnardo's deliver their 'Support 4 Parents' project that is directed at families who have children 0-5 years of age who are being affected by poor parenting skills and who may be suffering from mental health issues, disabilities and isolation.

Story behind the baseline: Most parents want to do their best for their children but for many, living with disadvantage can severely compromise their ability. Poverty, unsuitable and insecure housing, domestic violence, lone parenthood, and being a young parent can all disrupt a parent's ability to cope and families under stress need extra support.

Service Delivery: - The 'Support 4 Parents' project in Buckinghamshire is delivered county wide and volunteers are recruited, trained and matched to families in need. Volunteers deliver 3-5 hours of outreach support per family per week. Volunteers work with parents who may have poor parenting skills or little knowledge of parenting, who may be suffering from mental health issues, disabilities, isolation and who are not accessing universal services such as Children's Centres, Triplets and toddler groups. The volunteer works closely with the parent/s to support them develop their confidence and make positive changes in their lives, improving their knowledge and parenting skills.

Positive Outcomes Achieved: - Barnardo's 'Support 4 Parents' project helps parents to engage in mainstream, universal services such as Children's Centres and supports them to create improved life chances for their children in their early years.

Recently a volunteer worked with one mum who had mental health issues, suffering from severe depression. The volunteer developed a trusting relationship with the mum and supported her over time to access the parent and toddler groups. Over time the mum has made friends with other mums and is feeling less isolated and more supported.



Case Study Home Start



Type: Home-Start provides support, friendship and practical help to parents who have at least one child under 5 years. Home Start help give children the best possible start in life, and work holistically with the family. They support parents to grow in confidence, strengthen their relationships with their children and widen their links with the local community.

Location: Wokingham District

Project: Home Start

Key Findings: -

Target group: - Home Start provides support to parents and families who have at least one child under 5 years. The support is delivered holistically to the whole family. Parents who are referred to Home Start may be experiencing multiple and complex issues such as isolation, poor mental health, illness and be feeling overwhelmed in their role as a new parent. They may have had multiple births, be teenage parents and not have the support networks needed, or may not be equipped in positive parenting and as a consequence their children's emotional, educational and social well-being is suffering.

Service Delivery:

Home-Start Wokingham receives self referrals and referrals from many other agencies and carries out assessments with each of the referred families.

Volunteers are carefully matched, according to the needs of each family. The volunteers support families in a trusting, confidential and non judgemental manner and provide support in a number of different ways, such as:

- engaging children in play, reading and taking them out for walks, visits to the park or other activities which gives parents time to themselves;
- address the safety issues within the home;
- support in emergency situations;
- support parents in learning positive parenting skills and applying effective behavioural strategies
- encourage access other services such as Home-Start Family Groups.

In addition to the one to one support, Home Start deliver Family Groups where nurturing support is given to the parents at the same time play activities are arranged for their children. Parents are able to meet other families in similar situations and are able to identify with them and develop support networks. At the groups many complex issues are discussed and parents are supported to develop their parenting skills, develop greater relationships with their children and develop further support networks.

Positive Outcomes Achieved: - Home-Start work to achieve all the ECM outcomes for children and their families but in terms of achieving the Enjoy and Achieve outcome, the service is successful in supporting children and young people increase and maintain their attendance at school, providing greater stimulation to the children through reading, play, and other opportunities that they would not necessarily have had. The volunteers support children through their transition in to nursery schools and primary schools and help them overcome their fears and misgivings and learn to cope with change early on in their lives. The volunteer is often the one positive role model in that child's life and support the child to develop healthy relationships through establishing positive behavioural boundaries and teaching them the skills as to how to interact with other adults and their peers. Home Start supports the parents to become positive parents and continue to improve the social and emotional well-being of their children which forms the foundations of them achieving in all areas of their lives including their education.

Case Study Hyde Plus



Type: Hyde Plus is a social and economic regeneration arm of Hyde Group Housing Association. It delivers and co-ordinates regeneration activities in neighbourhoods where the association provides housing services. These diversionary and educational activities are designed to raise the aspirations of young people, reduce anti-social behaviour, and increase the quality of life for all people.

Phoenix Community Association in partnership with Hyde Plus and Brighton and Hove City Council delivered a 12 month community art project in 2007/08.

Location: Brighton and Hove – Phoenix Estate

Project: Phoenix Art Project

Target group: - All people who are living on the Phoenix Estate in Brighton and Hove and students at the University of Brighton were invited to take part. The project was initiated by the Chair of the Phoenix Community Association due to a tree been vandalised on several occasions and some ongoing problems between Phoenix residents and students at the halls of residents. The project was to help build relationships between the two groups, as well as giving young people on the estate access to positive role models and positive activities.

Story behind the baseline: The Phoenix estate was completed in 1998 on site of the Old Phoenix Brewery. The estate is located in central Brighton, with its nearest neighbours being University of Brighton's Arts faculty and halls of residence, as well as Phoenix Arts Association. There is a community centre on the estate.

Students from Brighton University were asked to volunteer. A project group was formed including a local artist called Stig Evans. The project was promoted and local residents were engaged and consulted through variety of means, press coverage, visits to each property on the estate, letters to residents, attendance at the Phoenix Community Association annual general meeting, posters and visits to the Turner Young people's Project based at the Community Centre.

Hyde Plus led the fundraising and Brighton & Hove City Council from the very start of the project identified £10,000 for the project, Hyde Martlet gave £2,000, £500 from Hyde Plus and £500 from Sussex Police and the Big Lottery (Awards for All) £7,000. Totally £20,000.

Service Delivery: - A series of seven workshops were held, the first one started in October and the project group linked in with Brighton and Hove City Council's Active For Life worker and organised a film-session in the morning, followed by lunch and basketball tournament in the afternoon. A group of basket ball players from the nearby youth centre were invited to teach the participants how to play and put on a mini tournament. 17 young people attended, as well as two resident volunteers and staff. Local businesses had donated prizes for the competition.

The second workshop involved young people learning how to edit the film taken from the first workshop and had a session with a sound engineer and learnt how to put audio to the footage. The third workshop which was promoted to the entire estate as a 'Phoenix Pet Day', had a photographer present to take photos of participant's pets, and a drawing/colouring competition for younger children focused on mythical creatures. Other workshops focused on creating silhouettes of mythical animals, learning how to use a digital camera and photography and making large mosaics.

Weather vanes and mosaics of resident's pets were used as the starting points for the art works. Stig Evans created the mythical creatures from the resident's pets and these were installed across the estate, creating something personal and relevant to the residents. Figures to be used for the ball cage were developed through the workshops and the designs were made from actual images of the basket ball players who use the court. Each young player developed his/her silhouette through photography and life size stencil cuttings. Similarly the video/sound work developed as part of the workshop was based around basketball court – the soundtrack for the video was made from the sound of bouncing basketballs and the video/animation was edited to the sound track.

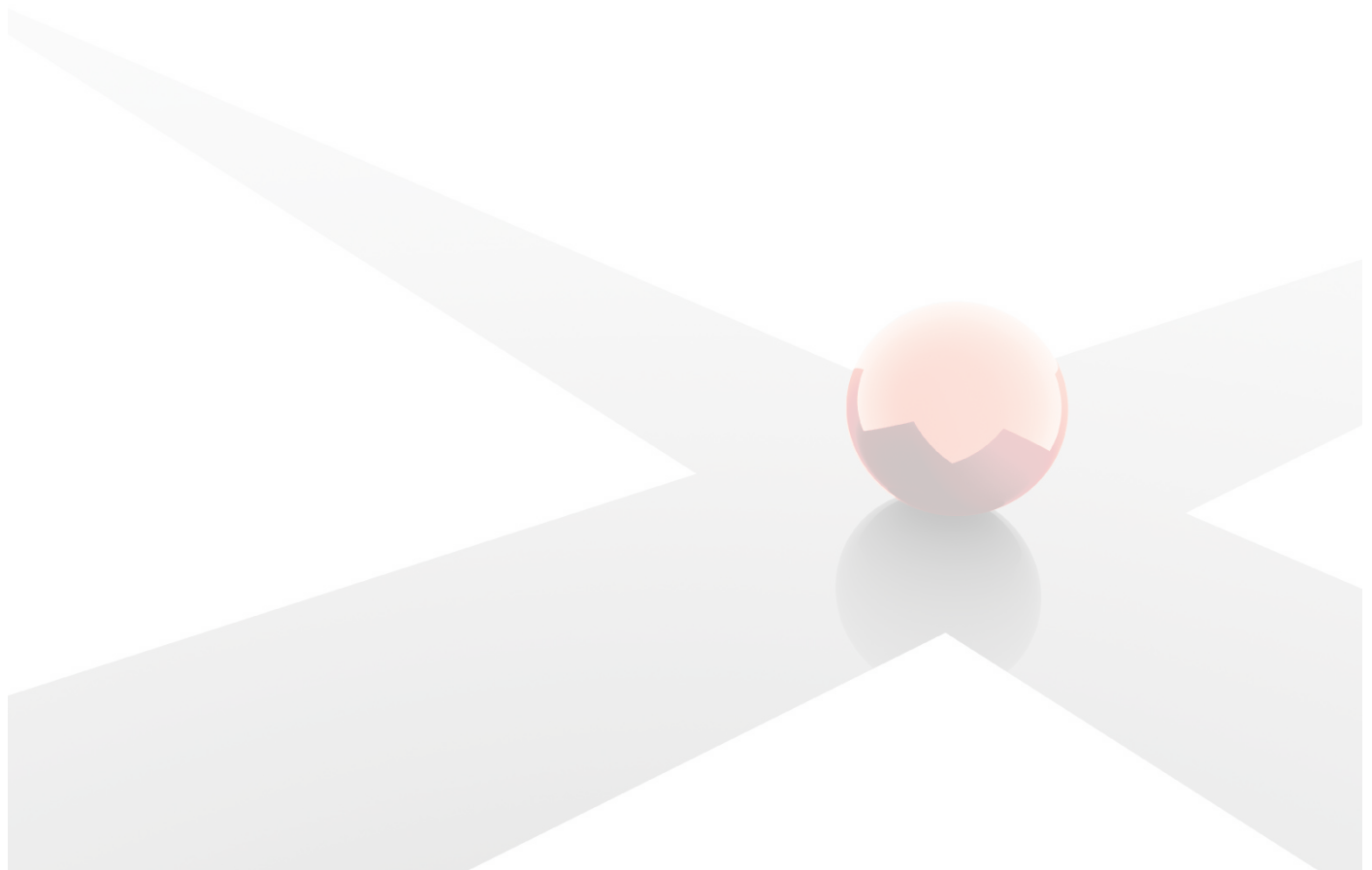
Case Study Hyde Plus



Outcomes achieved: -

- 5 distinctive artworks were created, 4 of which are permanent installations on the estate.
- Seven one day workshops plus five three hour sessions with the artist were open to all residents.
- 24 young people were involved in project alongside 7 adults.
- 94% of young participants enjoyed the art workshops and 91% learned something new at the art workshops.
- 82% of young participants were stopped from getting bored by coming to the workshops and 100% of young people would attend an arts workshop again.
- A student volunteer & Hyde Plus were awarded a community volunteering award by Community University Partnership Project (CUPP)

Hyde Plus working collaborative with Phoenix Community Association and Brighton and Hove's City Council has supported Brighton and Hove's Children and Young Peoples Trust to achieve engaging children and young people in creative learning and supporting to build community cohesion.



Case Study KENT YOUTH



Type: Kent Youth is an independent charity, formed in 1936, providing essential support services to a diverse range of young people's groups, clubs, projects and organisations across Kent, Medway, Bromley and Bexley. Kent Youth currently support over 200 local youth groups.

In addition to this Kent Youth deliver quality training courses and work with their affiliated partners to create volunteering opportunities for young people who are attending the training courses to put their learning and newly developed skills into practise and support their communities.

Location: MEDWAY

Project LEARN 2 EARN

Key Findings:-

Target group: 'Learn to Earn' is an exciting new pilot project run by Kent Youth for 15 – 19 year olds in Medway.

The story behind the baseline: Medway's Children and Young people's Plan states '*Medway is to be a place where all children enjoy learning and leave school with the qualifications, personal achievements, skills and motivation to succeed in their adult and working life*'. The CYPP also states, '*that many young people reported that help in accessing both part time work and volunteering was insufficient and that learning about future career and further education opportunities should start much younger than it does to help them think about what subjects they should study*'. Citizen panel surveys consistently found that the most important priorities were improving children's attendance in school, and reducing the number of young people who are not in education, training or employment.

Kent Youth's 'Learn 2 Earn' project aims to support and equip young people in Medway to seek employment. It is a pilot project that aims to create opportunities for young people to gain a qualification, increase their self esteem, develop their interview and communication skills, create and present presentations and build their confidence in a fun and engaging way.

'Learn to Earn' is funded through Medway Youth Trust who currently holds the Connexions contract for Medway.

Service Delivery: The project aims to give 12 young people a range of opportunities and experiences including a qualification, CV writing skills, interview practice and experience of regular commitment in the community. The project is targeted at young people who are not in education, employment or training (NEET) or who are in danger of becoming so. Following the initial training, the young people will be supported in volunteering placements in local youth groups. Young people will be supported to deliver fun, interactive and issue based sessions for other young people accessing these local youth groups (topics may include drugs awareness and sexual health, but in the main topics will be left for the group to decide)

There are 4 stages to the project: -

Get ready.....

Young people will attend training to be a peer educator. Training will be conducted in a relaxed environment with 1-2-1 support. The training will be for 3 hours a week (20 weeks) and include a two day residential. As well as making new friends, at key stages of the course young people will be rewarded with free vouchers for mobile phone top-ups, food, travel and leisure activities.

Get steady.....

There shall be two days of workshops were young people will learn essential skills in CV writing and interview practice – gaining confidence in going for jobs. They'll also take part in fun activities to help them communicate with others.

Case Study KENT YOUTH



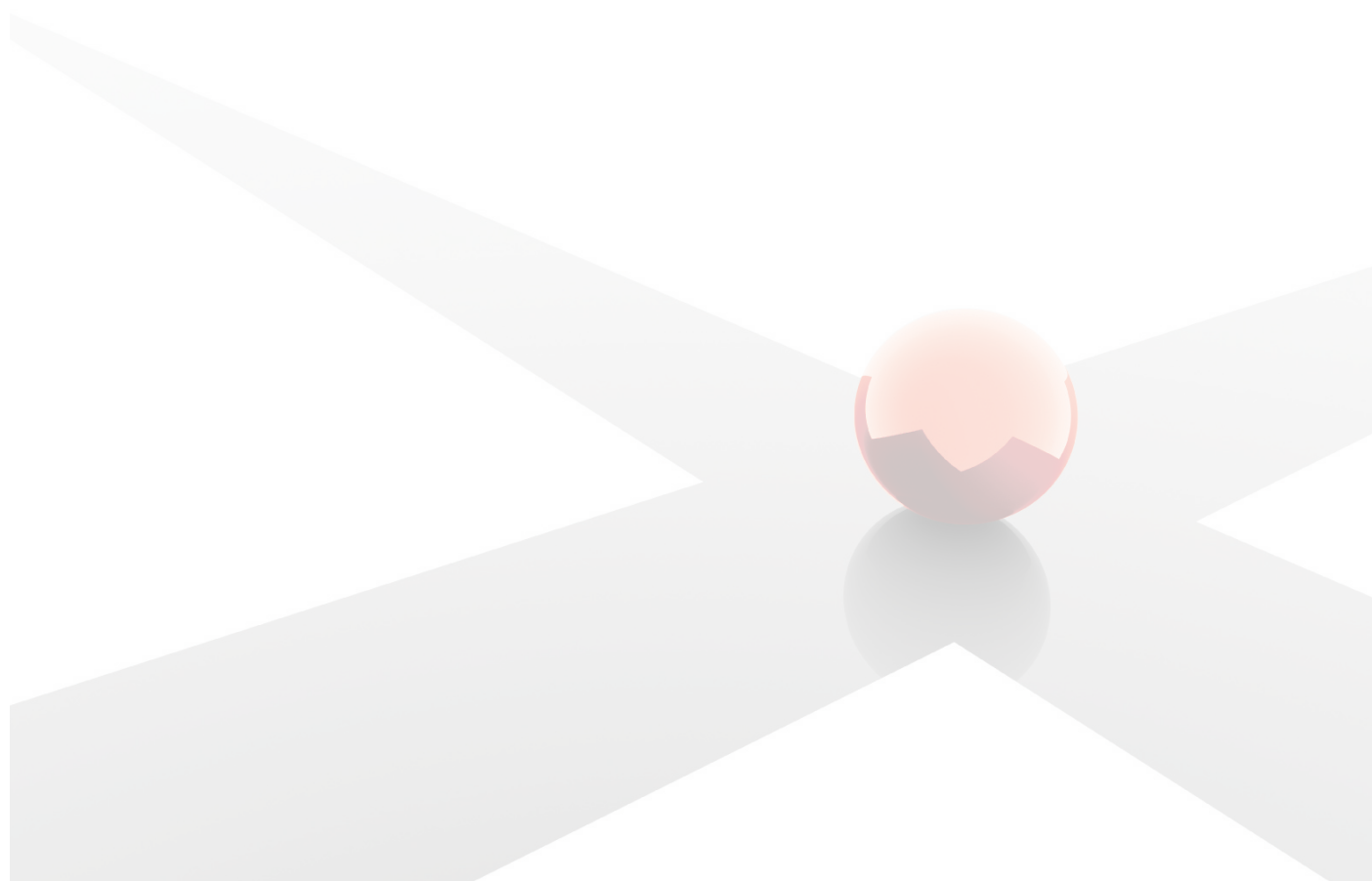
Get going...

As part of the course the young people will research, plan and design a presentation on a topic that interests or is important to them. Through a work experience placement they will deliver their presentations to other young people and their peers.

Get a result...

At the end of the course they'll have earned a nationally recognised Level 2 qualification in Peer Education equivalent to GCSE Grade A-C.

Positive Outcomes Achieved: - Learn 2 Earn is a new pilot project that has recently started to recruit and train young people thus it is not possible to report on what outcomes have been achieved at yet. Kent Youth's Learn 2 Earn project can be aligned to supporting Medway Children's Trust, in addressing and supporting the achievement of their NI 117 target, reducing the number of young people not in education, employment and training, which is a key indicator for Medway Children's Trusts achieving the Enjoy and Achieve outcome.



Case Study

Oxfordshire Youth Arts Partnership Trust (OYAP)



Type: OYAP Trust operates with a small but dedicated core team, who work in partnership with artists and creative practitioners across Oxfordshire and the Thames Valley to enable young people to enjoy and participate in arts activities.

OYAP provides opportunities to all young people, especially those most isolated, vulnerable and at risk to give them an opportunity to learn, grow and have fun through artistic expression.

Location: Oxfordshire

Project: HILL END

Target group: - The project caters for 45 – 70 children and young people who are Looked After, aged 11-18 years and is a five day creative arts residential programme delivered over one week in the Summer holiday, each year.

The story behind the baseline: Creativity4 Health is part of the Chances4change programme, a £5.6m portfolio of 62 projects in the South East funded by the Big Lottery Fund Well-being programme.

Its aim is to redress the hidden health inequalities and improve the health & wellbeing for people in the South East, targeting 'at risk' groups across the region. The projects address one or more of these three strands of the Big Lottery Fund Well being Programme: encouraging people to eat more healthily, be more active and enabling people to have enhanced well being. The programme is presently working with 18 local authorities across the South East in promoting the development of positive activities. As part of this programme a range of projects are being delivered including community cafes, allotments projects in supporting young people and their families to grow their own vegetables, learning healthy cooking, participating in theatre productions, drama and various arts programmes across the region.

Hill End in 2008 was one of the exciting, large, spectacular and pioneering projects being delivered as part of the programme. It was initially started in 2002 by a partnership between OYAP, and staff at Oxfordshire County Council, who had been working together on OYAP's music technology project called "Reaching the parts", working with young people at risk, including Looked After Children.

Hill End has been delivered each year since 2002 and in 2005 OYAP was set up as a registered charity and continued independently to deliver the Hill End project working in partnership with Oxfordshire County Council. The programme was initially funded through the New Opportunities Fund and local authority funding

Service Delivery: The young people are consulted in choosing a theme for their residential break. Some of the themes chosen in previous years have included Seaside, Space and Big Circus to name a few. The theme then determines the overall focus of the activities such as building theatre sets, giant sized models such as a Space ships with solar systems, painting backdrops and building props, setting up a band and making music, singing, dancing and performing. The residential programme is delivered on a former farm site, now an outdoors residential setting, which also offers a number of outhouses and a large open air space where all the activities can be undertaken. The programme is resourced and supported by OYAP's staff, volunteers and their core team of performing and creative artists, with outreach workers from Oxfordshire County Council and care leavers who act as youth buddies and mentors.

At the end of the 5 days, a large scale production is staged for everyone to see.

The ethos behind the programme is to enable all young people to participate and therefore a range of multifaceted activities are available to appeal to their interests.

Case Study

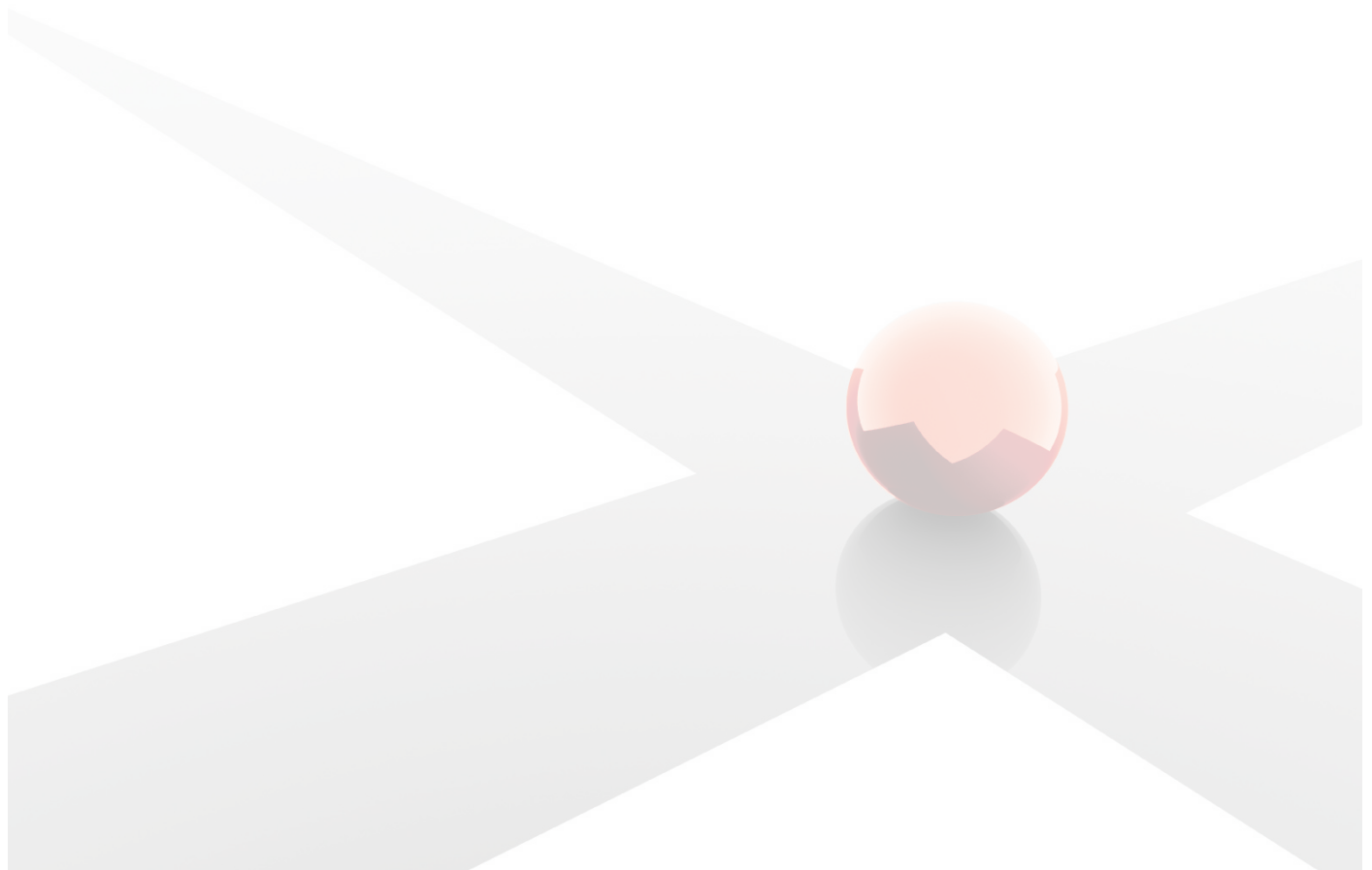
Oxfordshire Youth Arts Partnership Trust (OYAP)



The programme in 2009 offered a menu of activities for young people to choose from such as 'Pimp my bike', dancing, developing a pop video and drumming workshops to name a few, but did not conclude in a large performance.

Positive Outcomes Achieved: - Hill End has obtained national recognition and been showcased by 'Who Cares?.'

Hill End has been a huge success for young people who have reported that it has helped them to make new friends and meet old friends they made in previous years, to build their confidence and open up. It gives them new opportunities and experiences and for some it helps to inform their chosen career paths. It has raised their expectations of themselves and each other and the audience's applause and appreciation at the end of their performances reaffirms their confidence and self esteem. The young people learn new skills, their morale lifts and they have reported that this event makes them feel they are part of a big family.



Case Study

Self Managed Learning (SML)



Type: Self Managed Learning College is part of an educational charity that was set up in 1993 and operates as a virtual college. In 1999 Self Managed Learning was extended to provide educational services to young people and a Learning Centre in Brighton was set up. The charity provides a range of other services such as research on self managed learning in schools and related educational issues. It runs educational programmes in schools and programmes for home educated young people and for parents.

Location: Brighton

Project South Downs Learning Centre – part of Self Managed Learning College

Key Points

Target group: The South Downs Learning Centre supports young people aged 11 – 16 year olds. Young people who attend the Learning Centre are requiring education outside school for a number of reasons, such as having been bullied at school and/or been excluded, or not be academically inclined or prefer this way of learning. Some young people, through their experience at school, may feel neglected, have poor self esteem and low confidence in their abilities. Often these young people have talents and skills in other areas other than academia such as IT, music, sports, art. Some have very practical skills which have not been recognised in a school setting.

Service Delivery: The students who attend the Learning Centre determine their own curriculum. The teaching approach is different to school classroom settings and the traditional curriculum. The Learning Centre provides the structure and support necessary for children and young people to take control of their own learning by setting and working towards personal goals via the Self Managed Learning approach.

The Learning Centre provides a Certificate with a Record of Achievement for students who have completed an SML programme. These Records of Achievement have included reference to specific skills such as in art and technology, to interpersonal abilities (often called Emotional Intelligence), to achievements in practical activities and so on. There is also a facility for students to do Arts Awards. These awards have been set up by the Arts Council to provide a route for young people to gain GCSE's and AS level equivalent qualifications in the arts. The Awards are divided into Bronze (equivalent to a lower level GCSE), Silver (equivalent to an A-C level GCSE) and Gold (equivalent to an AS Level). For the Arts Awards, students do not need to undertake an exam but rather young people create a portfolio of work of their own choosing. The students have been undertaking work in music, art, journalism/writing, drama and crafts.

If young people wish to achieve GCSE's, the Learning Centre works with the National Extension College, in supporting them to do so.

The Learning Centre works with parents to support young people gain a broad education.

The SML approach is geared towards supporting young people learn about subjects that interest them. Support and learning is delivered in a holistic and systemic way and young people are given the freedom of choice to determine their own educational priorities/goals.

Positive Outcomes Achieved: - The organisation has supported many young people to learn and enjoy their lives and succeed in life. Young people who have attended the Learning Centre have gone onto further and higher education, employment and training. Young people get a chance to have their talents and skills recognised and developed. Young people are supported in becoming confident and enterprising young individuals and gain useful skills that will support them in their lives.

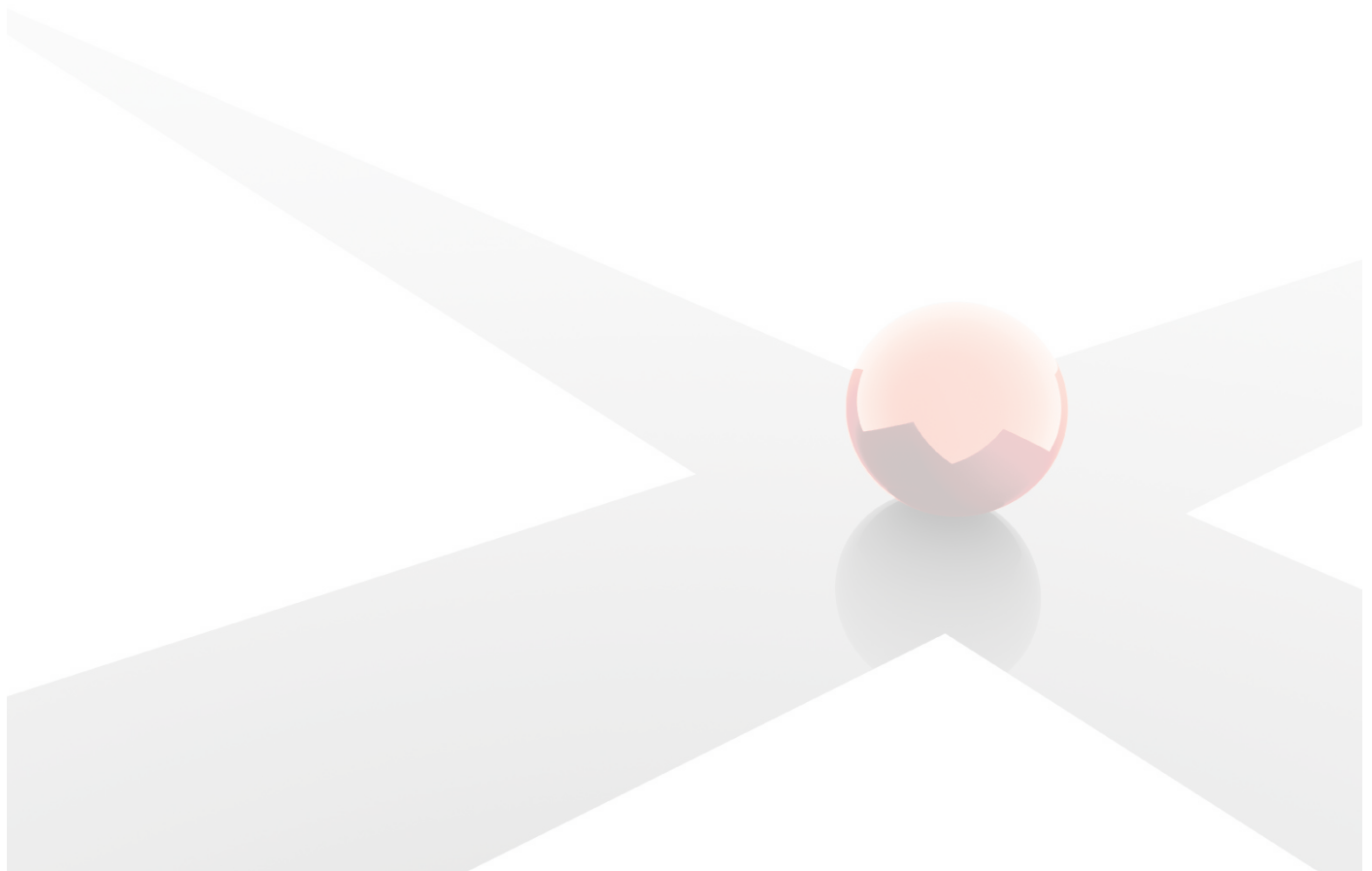
Case Study Self Managed Learning (SML)



A young boy attended the Self Managed Learning College as he was not able to achieve academically in a school setting. After attending the Learning Centre it was identified that he had outstanding mechanical skills. These skills were developed and the young boy has since built his own car, built bikes for friends and works as an operator on fair grounds. This young man needed to be re-taught the basics of education like reading and writing which were not previously picked up at school, and which were hindering his educational abilities. SML College is very confident that this young man will be successful in his adult life and he is presently attending a further education college.

Another young person, who was a selective mute, was referred to the Learning Centre by a local school. He is now speaking and looking to complete his GCSE's.

Brighton and Hove's Children and Young people's plan prioritizes inclusion, achievement and working with parents to achieve the right balance between attainment, enjoyment and creativity for children. SML College's educational programmes are aligned to this priority in that it provides young people with a broader education, that builds on their interests, choice, confidence, self esteem and skills that support them to progress in all areas of their lives. SML College works with the young people's parents to support young people achieve their goals.



Case Study

The Music Mind Spirit Trust



Type: The Music Mind Spirit Trust is a charitable organisation that brings together musicians, artists, medics and scientists dedicated to sharing and researching music. The Trust uses music to understand complex social relationships and to connect people to different communities, ages and cultures. It focuses on music as a key to empowering creativity through a variety of uniquely designed research-based initiatives.

Location: Surrey and West Sussex

Project: SongTrees “Sound Bites” Project

Key points:

Target group: - Sound Bites is an innovative arts project that is being delivered in schools across Surrey, Farnham, Guildford, Godalming and Dorking, areas that have been identified as containing significant pockets of deprivation. It is now expanding into other areas across the South East, informed by an international dimension. The project also works with two special needs schools. The Sound Bites project is intergenerational, working with toddlers, 7 – 13 years old and families and some people who are in their 90’s. It also offers creative learning events to hard-to-reach audiences from its 16th-century base, Shelley’s Barn, on the Surrey Sussex borders.

Story behind the baseline: - The Music Mind Spirit Trust is working in partnership with local education authorities in Surrey and West Sussex. It is funded as part of the Chances4change programme through the BIG Lottery Fund. The project delivers learning around culture, art, healthy eating and physical activity. It engages children from all backgrounds and across generations through research, sonnet writing, singing and performing.

The project was partly driven by the Department for Children, Schools and Families ‘Building Bridges’ initiative for linking private and state schools, with the aim to bridge the social gap and encourage a rich mix of people to take part.

Some of the aims and objectives of the project are to:

- Provide high quality well-being education through exciting artistic activities in schools, with families and communities in Surrey and West Sussex, including those in which health and social inequalities are prevalent.
- To raise awareness of how a good diet, along with physical and creative activities such as singing and dancing, can work together to enhance health and well-being for all ages.
- To teach young people about their cultural roots, through songs and recipes.
- To promote better physical and mental well-being, building bridges between generations and increase community cohesion.

The project provides research into the benefits of music and opens up new and exciting learning opportunities for socially excluded children.

Service Delivery: Children undertake research using an on-line questionnaire and interview their parents and grandparents about favourite songs, dances and food from their childhood.

Sound Bites’ clubs, working within schools are led by trained facilitators and local musicians. They work with children to teach them to sing their parents’ and grandparents’ musical choices. Teachers and facilitators support the children in rehearsing and performing at various venues e.g. care homes. At Pilgrims Way Primary School in Farnham, a Shakespearean expert Valerie Doulton ran two workshops linking Shakespeare and food and supported children in writing sonnets about the event. On another occasion Simon May, who wrote the theme tune to East Enders, worked with the children to compose a pop song.

Large events, such as the ‘Sell Out’ concert in Leatherhead Theatre, are arranged that bring local communities and all the schools together where child present and perform their songs.

Case Study

The Music Mind Spirit Trust



As the project has evolved more and more mothers, and fathers and volunteers from the community are also being trained to lead sessions. Renowned contemporary composers such as Simon May and Jonathan Willcocks have contributed to specially commissioned works which have added to the quality of the educational programmes. The project supported engaging people within communities and encouraging their attendance at the larger events by providing free access and transport to and from the schools.

Positive Outcomes Achieved: - The programme has had very positive feedback from many who have been involved including the schools. One school's reported that the project has been hugely beneficial in broadening children's horizons and providing them with different approaches to learning.

The project is now receiving performance invitations throughout the South East. Sound Bites' commissioned healthy living songs, entitled 'Good for You!', are being performed on the Main Stage for the Celebrating Surrey 2010 Festival as an intergenerational concert comprising schools, families and community members, conducted by its composer, Jonathan Willcocks.

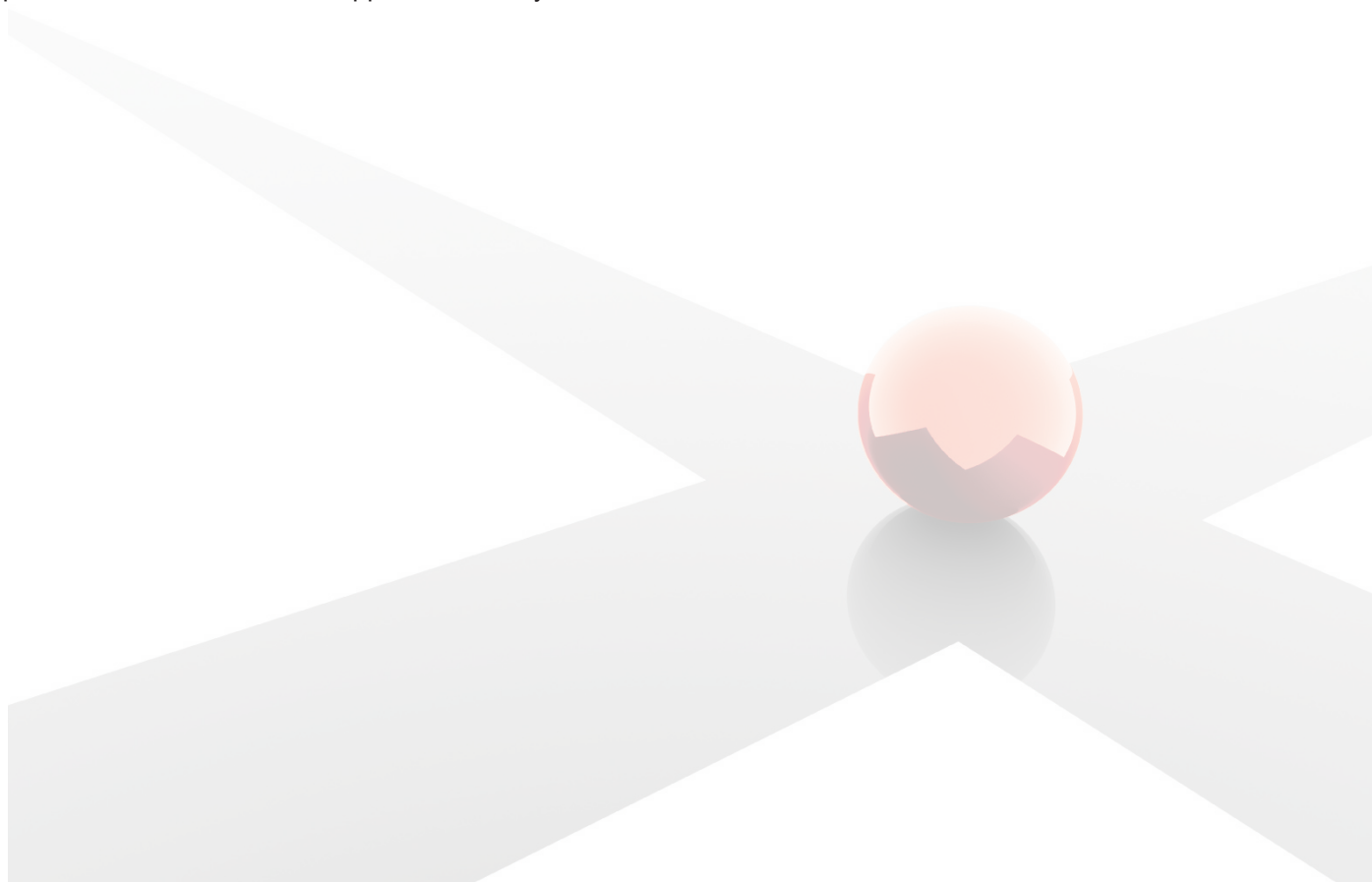
The Little Missenden Festival in BUCKS will be engaging in the project in September 2010.

SongTrees 'Sound Bites' will also be expanding to disadvantaged areas in Southampton.

Project Originator and Director Chika Robertson has now been invited to lead a unique independent and state schools partnership programme with Cranleigh School, using the SongTrees' Sound Bites Project' as its educational model for Regional Champion Schools to implement within SongTree Centres.

The intergenerational SongTrees model of delivery is also successfully being implemented in Europe, allowing children and their families to discover their cultural identity through musical memory, whilst exploring themes of health and well-being.

The Music Mind Spirit Trust contributes to Surrey's Children's Trust maintaining pupil and parent satisfaction with schools. It supports to narrow the gap in educational attainment of children and young people from disadvantaged backgrounds, promote their inclusion and support community cohesion.



Case Study SWIPE



Type: SWIPE is a registered charity, founded in 1997 to help further education and training for young people at risk of being excluded from school. SWIPE works with young people through the medium of music and delivers tuition, coaching and a venue where young people can learn and enjoy themselves.

Location: Slough

Project: SWIPE

Key Findings: -

Target group: - SWIPE work with young people age 8 – 19 years and up to 25 years for young people with learning difficulties. They actively support 170 young people through their core service but also support a large number of young people through music workshops and programmes delivered in schools and elsewhere. SWIPE work with children from all different backgrounds, needs and ethnicities. They provide young people who are not in education, training and employment musical tuition and positive activities which provide structure and purpose in their lives, as well as effective time keeping.

Service Delivery: SWIPE delivers a range of music projects that involves teaching young people to play musical instruments such as steel pan, guitar, drums and the fiddle. SWIPE provides a venue for young people to play and enjoy their music, equipment is provided for young people to practise on, as well as learn how to operate a recording studio and have their music recorded. Singing and vocal coaching is also delivered. Different bands are invited to encourage shared learning and enjoyment. SWIPE arranges and delivers music events, workshops and performances at schools, parks and many other venues.

SWIPE set up a management steering group of 8 young people aged between 16 – 19 years who are empowered to direct parts of SWIPE's service and take responsibility for the planning and arranging of events, performances, residential breaks. They are overseen and supported by SWIPE's staff. The steering group are presently looking to re-design SWIPE's website. The young people learn how to plan the events, undertake risk assessments. SWIPE's staff work with other partners such as the Council's Youth service, police and NHS, parks, roads and traffic departments and co-ordinate all the activities.

Slough Borough Council's Early intervention service has referred a number of young people to SWIPE, including one young person who was musically talented but was suffering from significant mental health problems and who had left school. SWIPE offered a mentoring service to the young person, enabling him to feel part of the organisation through volunteering which helped him to feel more stable, secure and fit in. The young person was taught how to give guitar lessons and three years on he is now one of SWIPE's guitar tutors.

SWIPE's staff deliver flexible approaches in working to meet and suit the needs of young people which has included supporting young people in drafting and developing their CV's, giving young people the opportunity and experiences they have never had, such as teaching a young person with Asperger Syndrome, how to cook eggs on a residential camp. Young people who are studying music through local colleges receive additional support through accessing SWIPE's service and are able to put the theory into practice.

Positive Outcomes Achieved: - SWIPE support Slough's Children's Trust to achieve many of the Enjoy and Achieve priorities. This includes encouraging and supporting community and lifelong learning, providing educational provision for those that do not attend school or at risk of exclusion. Improving social, personal, emotional development and communication skills of young people, as well as, provide opportunities to enjoy high quality cultural and recreational activities. SWIPE deliver services to young people from ethnic minority communities, those with disabilities and those who are disaffected and/or excluded from learning by delivering opportunities to re-engage in learning.

Case Study

Action in Rural Sussex (AirS)



Type: Action for rural Sussex has been active in the field of Children and Young people's activities for many years. It was established in 1931 as Sussex Rural Community Council and has worked with rural communities since then.

Location: East Sussex

Project: The Children's Outreach and Parents Extended Support Service (COPES)

Key Findings:-

Target group: - COPES is a project run by Action in rural Sussex. COPES is a child and family support project that offers tailored and non stigmatising help to 5 – 13 year olds and their families. It works in 12 of the 22 Local Partnership areas in East Sussex covering 103 schools, these being all of those outside the large urban areas of Bexhill, Eastbourne, Hailsham, Hastings (where local authority consortia run similar services) and Peacehaven (where another NGO runs the service).

The Story behind the baseline: The initial impetus for COPES was to ensure the rural areas and market towns in East Sussex had equal access to, and a fair share of, the Children's Fund and to offer focused early intervention and support to children and families. This in the East Sussex context involved working closely alongside schools viewing them as a key focus for children and young people in rural communities. Action in rural Sussex has longstanding expertise with rural communities and the issues they face thus it made sense that AirS delivered this service.

Service delivery: COPES consists of a professional team of experienced, qualified outreach workers who offer support to children, young people and their families who are in need of support. This can be at school, at home and in the communities of East Sussex. It is designed to help improve social skills, emotional well-being and motivation to stay in school and has an impact on improving parenting capabilities and family well-being. The work with children uses play and a range of therapeutic techniques adapted for use at home and in school. Children and young people are assisted with issues such as managing feelings, behaviour, anger, bullying, peer relationships, transitions, bereavements, depression and other mental health issues.

Parents are assisted with boundary settings, understanding their child's behaviours and feelings, providing emotional support and reinforcing strengths, developing child centered parenting techniques and how to assist young people with learning. Parents are also assisted with their own well-being and health and are support to become more confident in their relationships with schools, other agencies and their own communities.

Work can be carried out on an individual basis, with whole families or in groups. The practice is to fine tune the service to particular areas and families according to their needs.

The project started in 2003 with a small staff and resource team and over time, as the project refined it's ways of working, building on its proven effectiveness, the project expanded to 11 staff, many of whom work part time on a patch basis in the various rural areas and who in 2009/10 offered a service to 363 families. This patch approach facilitates good local interagency working, local community knowledge and enables trusting relationships to develop with schools and families thus enabling services to be more accessible.

AirS and the COPES project work in close partnership with the Children's Trust and this relationship and mutual feedback maximize the rural proofing of this early intervention service. The work is carried out in partnership with statutory services, families and other voluntary and community sector services.

Case Study Action in Rural Sussex (AirS)



Outcomes achieved: The work has improved children and young people's sustained attendance at school and being able to make better use of the learning opportunities. Alongside this the risk of anti social and other behaviour problems is reduced and the emotional well being and mental health of children is enhanced. Parents are supported to make better and more confident use of local resources and agencies. This all works to reduce social exclusion and avoid family poverty and exclusion translating into poor outcomes for children. The aim is to achieve sustainable changes and longer term follow up does indicate this can be achieved.

